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ABSTRACT

Oriented toward a direct instructional routine in preparation for regular school, the Philadelphia Prekindergarten Head Start Program (PKHS) provides experiences to counter-balance effects of social and economic disadvantagement; parent involvement; staff development; and special supportive services. It employs five instructional models: Bank Street, Behavioral Analysis, Montessori, open classroom, and responsive learning. Observations indicate that children's activities usually emphasized language and social developmental skill areas, while adults were primarily observed in group leader or direct teacher roles. When tested against the Developmental Behavior Checklist, PKHS children accomplished approximately the same number of items as the total prekindergarten population. During the course of the program the number of children identified as developmentally "delayed" or "suspicious" decreased by 50 percent. It also appears that the program has a positive lasting effect on children's scores on standardized tests through grade 5. Children enrolled in the program received extensive psychological, nutritional and social services during 1979-80. Parent involvement in the program was high in both classroom participation and policy or planning meetings. Staff development was also a major component of the program. Over 70 percent of staff attended more than five workshops during the year. (Author/AEF)

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TECHNICAL SUMMARY:

EVALUATION OF THE PREKINDERGARTEN HEAD START PROGRAM 1979-1980

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Report #8132

January, 1981

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ABSTRACT

The Prekindergarten Head Start (PKHS) Program was first implemented by the School District of Philadelphia in 1970. It is supported by both the Philadelphia Allied Action Commission (PAAC) under the Community Services Act of 1964 and local funds. During 1979-1980 the program was implemented in 29 sites, primarily school buildings and local churches. The program follows a school day schedule and is predominantly oriented toward a direct instructional routine in preparation for regular school. The PKHS Program provides a variety of experiences to counter balance the effects of social and economic disadvantagement. In Philadelphia, the program employs five different instructional models: Bank Street (BS), Behavioral Analysis (BA), Montessori (M), Open Classroom (OC), and Responsive Learning (RL). The PKHS Program has several major components: education (including voluntary violin instruction), parent involvement, staff development, and special supportive services: medical, dental, nutritional, social and psychological.

Data for each component (Education, Parent Involvement, Staff Development, and Special Supportive Services) were collected with the use of observation checklists, questionnaires, interviews and monthly reports. Generally, descriptive statistics (percents/averages) for the total population were reported. In some cases the performance of each instructional model was compared to the total program.

The PKHS Program, as a whole, performed as expected in all major

areas. Data from classroom observations show that activities involving the following developmental categories were most frequently observed: Language and Social Interaction/Rapport. Adults in the PKHS program were observed in the following roles most often: Group Leader and Direct Teacher. Data from the Developmental Behavior Checklist (DBC) show PKHS children performed successfully on the same number of items as the Total Prekindergarten population in 19 of 21 comparisons. The percentages of children initially characterized as developmentally "suspicious" or developmentally "delayed" were reduced (respectively) from 33% to 16% and 16% to 12%. Regarding later school performance of six PKHS "graduate" groups (cohorts) studied, the children scored close to or better than their counterparts in the school district on standardized tests through grade 5. This suggests the PKHS Program has a lasting positive effect on preschool children. Approximately 88% of the PKHS population received physical examinations and over 70% received vision, hearing, growth and dental screenings. For the 134 documented special needs children, Speech/Language was the predominant handicapping condition. The Psychological Service Specialists made 256 center visits, 440 formal classroom observations, 475 consultations with parents or program staff and referred 148 cases to outside agencies. During the year 514,800 meals and 257,400 snacks were provided to children. The social service component made 17,726 contacts with families directly or with others in response to families' needs. Sixty-one percent of the contacts were directly with parents, 10% were with outside agencies and 25% were with PKHS program personnel. A total of 26,251 parent volunteer hours

were logged during the year. Fifty percent of the hours were spent participating in the classroom and 21% of the time were in policy or planning meetings. Regarding staff development 72% of the teachers and 71% of the aides attended more than 5 workshops during the year. The two topics, addressed at staff development sessions, that teachers and aides felt had a moderate or great effect on their doing a better job in the classroom were: dealing with suspected child abuse/neglect and parent involvement.

TECHNICAL SUMMARY:
EVALUATION OF THE PREKINDERGARTEN HEAD START (PKHS) PROGRAM
1979-1980

Program Description

The Prekindergarten Head Start (PKHS) Program was first implemented by the School District of Philadelphia in 1970. It is supported by both the Philadelphia Allied Action Commission (PAAC) under the Community Service Act of 1964 and local funds. During 1979-1980 the program was implemented in 29 sites, primarily school buildings and local churches. The program follows a school day schedule and is predominantly oriented toward a direct instructional routine in preparation for regular school. The PKHS Program provides a variety of experiences to counterbalance the effects of social and economic disadvantagement. In Philadelphia, the program employs five different instructional models: Bank Street (BS), Behavior Analysis (BA), Montessori (M), Open Classroom (OC), and Response Learning (RL). The PKHS Program has several major components: education (including voluntary violin instruction), parent involvement, staff development and special supportive services: medical, dental nutritional, social and psychological.

The staff in 1979-1980 consisted of the director, an administrative assistant, 80 teachers, 80 classroom aides, three instructional coordinators, a parent coordinator, three parent workers, a social service coordinator, three school-community coordinators, a health coordinator, two nurses (one nurse's position remained vacant), two psychological service specialists, one violin teacher, one nutritionist, and 30 noontime aides (all parents).

The program served approximately 1,431* children aged three or four years. Approximately 98% of the population served came from families who receive AFDC support from the state. This represents the single largest population (by about 45%) of AFDC recipients enrolled in any of the School District of Philadelphia Prekindergarten Programs.

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* This was the end of May enrollment figure.

TECHNICAL SUMMARY:
EVALUATION OF THE PREKINDERGARTEN HEAD START (PKHS) PROGRAM,
1979-1980

I. DEVELOPMENTAL/EDUCATIONAL COMPONENT

A. Observed Activities

1. Pattern of Observed Developmental Emphasis

TABLE 1

Percentage of Observations* in Which Each Developmental Category Was Observed for Each Group Listed

	PKHS Instructional Models					Total PKHS	Median** Percentage for Total PreK
	Bank St. (BS)	Behavior Analysis (BA)	Montessorri (M)	Open Classroom (OC)	Responsive Learning (RL)		
Gross Motor	11	19	0	24	6	12	18.5
Fine Motor Manipulation	2	16	20	23	7	13	24.0
Fine Motor Writing	26	0	0	0	8	7	5.5
Social Interaction	36	48	46	71	17	42	55.5
Self Help	29	30	17	22	0	16	28.5
Ideation Math/ Logic	2	47	13	10	15	16	21.0
Language	62	52	69	35	82	61	51.5

*A total of [illegible] observations were conducted using the Prekindergarten Observation Form (PKOF) during Spring, 1980.

**This represents a summary of observations across the six School District's PreK programs.

Summary Statement: The developmental categories most frequently observed, within the total PKHS program were: Language (61% of the observationa) and Social Interaction-Rapport (42%) when compared to the total Pre-kindergarten population the total PKHS program had relatively more occurances of Language and Fine Motor Writing activities. Regarding the PKHS Instructional Models, Language was the most frequently observed category in all (especially Responsive Learning 82%) except Open Classroom where Social Interaction activities were predominant (71%).

2. Pattern of Observed Adult Roles

Table 2

Types of Adult Roles and the Relative Index* of Occurrence for each Model, Total PKHS and Total Pre-K.

OBSERVED ADULT ROLES	INDEX FOR PKHS						
	BS	BA	M	OC	RL	TOTAL PKHS	TOTAL PRE-K
Direct Teacher	53	38	50	41	45	46	44
Indirect Teacher	15	18	12	28	20	19	19.5
Enforcer	21	35	35	47	10	27	28.5
Nurturer	2	10	5	7	2	5	9
Group Leader	70	61	66	61	93	75	72
Observer	12	38	33	26	6	19	17.5
Group Member (Play/Work Along with)	14	0	0	10	1	5	10.5

* The relative index represents an average item frequency indicative of each adult role. A higher index indicates more emphasis was given to that role.

Summary Statement: Adults in the PKHS Program were observed in the following roles (listed in descending order of occurence based on the index): Group Leader, Direct Teacher, Enforcer, Indirect Teacher, Observer, Group Member, Nurturer. This configuration of adult roles for the total PKHS Program was basically consistent with that for the Total Prekindergarten population

except for somewhat less emphasis on the Nurturer and Group Member roles. Regarding the PKHS Models the Group Leader role clearly predominated across all. The Direct Teacher role was next highest in the Bank Street, Montessori and Responsive Learning roles. The open Classroom Model had the Enforcer role as next highest. Behavior Analysis split its next highest role between Direct Teacher (a much lower index than the others) and Observer.

B. Developmental Status: Developmental Behavior Checklist (DBC)

1. Overall Results of the Developmental Behavior Checklist (DBC) 1979-1980. (See Table 3, page7).

Note: The following procedure was used to compare the PKHS Program with the Total Prekindergarten (TPK) population: Each PKHS mean was compared to a range of values around the corresponding TPK mean. The range was the mean plus or minus one third of the standard deviation. If the PKHS mean was within the range it was <u>not</u> considered substantially different from the TPK mean.

Summary Statement: When comparing the Total PKHS DBC means to those of the TPK group using the above procedure the data show that there were essentially no differences between the two groups in 1º of 21 comparisons. The PKHS program means for Fine Motor Writing in Age Group 2 (17.2) and 3 (20.5) were at or below the range of values (19.1, plus or minus 1.9, and 22.4 plus or minus 1.6) around the corresponding TPK means.

TABLE 3

PREKINDERGARTEN HEAD START PROGRAM:
AVERAGE NUMBER OF ITEMS ACCOMPLISHED ON THE
DBC, 1979-1980 - SPRING, 1980

Name of Subsection	AGE GROUP 1*			AGE GROUP 2*			AGE GROUP 3*		
	Head Start N = 194	Total Pre K N = 1486	1/3SD		Total Pre K N = 1777	1/3 SD		Total Pre K N = 1942	1/3 SD
Gross Motor (20 items)	13.2	14.5	1.4	16.6	17.3	1.06	17.8	18.5	.8
Fine Motor Manipulation (14 items)	9.1	9.9	.9	11.3	11.8	.73	12.2	12.7	.63
Fine Motor Writing (28 items)	11.3	13.1	2.0	17.2**	19.1	1.9	20.5**	22.4	1.6
Social Skills (21 items)	14.2	15.4	1.6	16.8	17.4	1.4	17.7	18.3	1.2
Self Help (21 items)	16.0	16.8	1.1	18.6	19.0	.73	19.5	19.8	.56
Cognitive (44 items)	22.0	24.0	3.03	30.0	31.6	2.8	34.1	35.8	2.43
Language (24 items)	13.6	14.9	1.5	16.8	17.4	1.23	17.8	18.5	1.03

*Age Group	Birth Date	Age as of December, 1979
1	May, 1976 — June 2, 1977	30 to 43 months
2	September, 1975 — April, 1976	44 to 51 months
3	July, 1974 — August, 1975	

** The mean for this Age Group and Subsection is at or below the score representing 1/3 of a standard deviation from the mean for the Total Prekindergarten population.

2. Developmental Delay Characteristics

Table 4

Number and Percentage of Children Who Were Characterized Developmentally "Suspicious" or "Delayed" in the Fall and Spring During 1979-1980.

FALL				SPRING			
SUSPICIOUS		DELAYED		SUSPICIOUS		DELAYED	
N	%	N	%	N	%	N	%
309	33	201	21	153	16	112	12

Note: Percentages are based on an N of 935 which is the number of children who were present for DBC observations in the Fall and Spring during 1979-1980.

Summary Statement: The percentages of children who were characterized as developmentally "suspicious" or developmentally "delayed" were reduced (respectively) from 33% to 16% and 16% to 13%. Children were characterized as developmentally "suspicious" if their scores were in the lower quartile on 3 or more DBC subsections. The criterion for characterizing a child as developmentally "delayed" was that scores on at least 1 motor 1 social and 1 cognitive subsection were in the lower quartile. In either case these characterizations are viewed as indications that such children need to be observed further. They are not hard and fast diagnoses.

3. Model Comparisons on the DBC

Table 5

Categorized Mean DBC Performance for Each Subsection and Age Group for All PKHS Instructional Models .

MODEL	GROSS MOTOR			FINE MOTOR MANIPULATION			FINE MOTOR WRITING			SOCIAL SKILLS			SELF HELP			COGNITIVE			LANGUAGE		
Age Groups	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
BA	H	M	M	H	M	M	H	M	M	M	M	M	M	M	M	H	M	M	H	M	M
RL	L	M	M	M	M	M	M	M	M	M	M	L	M	M	M	M	M	M	M	M	M
OC	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
BS	L	M	M	M	M	M	M	M	M	M	M	M	M	M	M	L	M	M	M	M	M
M	M	M	M	H	M	H	M	M	M	M	M	M	H	M	H	H	M	M	M	M	M

Note: The DBC means for each PKHS Instructional Model were compared to those of the total PKHS program in the same manner as was described above (Table 3) for Total PKHS - Total Pre K comparisons. In the model comparisons, however, if the mean for the instructional model was at or below the lower limit of the range (1/3 SD) it was categorized "L", if it was within the range it was categorized "M", and if it was at or above the upper limit of the range it was categorized "H".

Summary Statement: Most of the comparisons (91 of 105) of the PKHS Instructional Models with the Total PKHS Program showed no substantial difference in DBC performance. However, there were a few clear differences: the Behavior Analysis and Montessori Models each had 5 out of 21 comparisons in which their means were at or above the upper limit of the range around the PKHS means. For the Behavior Analysis Model those differences occurred in age group 1 in the Gross Motor, Fine Motor Manipulation, Fine Motor Writing, Cognitive, and Language subsections. For the Montessori Model the differences occurred in Age Group 1 and 3 in the Fine Motor Manipulation and Self Help subsection and in Age Group 1

in the Cognitive Subsection. In the Bank Street Model, Age Group 1 was lower than the program mean in the Gross Motor and Cognitive areas. The The Responsive Learning Model was lower in the Gross Motor area in Age Group 1 and in the Social Skills area in Age Group 3.

C. Post Program Achievement

Table 6

Prekindergarten Head Start (PKHS): POST PROGRAM ACHIEVEMENT
Percentages of PKHS Graduates Scoring Below the 16th Percentile (16) and at or Above the 50th (50th Percentile on CityWide Tests, February, 1980, As Compared with a Composite of Total Districts 1 - 7 (T 1-7*).

TEST AREA/ GROUP	Kindergarten			Grade One			Grade Two			Grade Three			Grade Four			Grade Five		
	N	<16	>50	N	<16	>50	N	<16	>50	N	<16	>50	N	<16	>50	N	<16	>50
READING																		
PKHS	461	4	80	433	8	54	357	9	59	403	18	34	340	19	41	231	21	30
T 1-7	11,564	4	78	11,629	8	59	12,092	8	58	13,198	18	41	13,802	18	41	13,116	23	31
MATHEMATICS																		
PKHS	463	10	65	443	9	62	366	8	56	405	14	50	338	25	34	230	17	36
T 1-7	11,587	12	65	11,776	9	61	12,211	9	57	13,201	15	53	13,841	24	35	13,138	22	37

* TI-7 represents the performance of all districts in which PKHS is located, i.e., Districts 1-7, but not District 8.

Summary Statement: Six different PKHS "graduate" groups (cohorts) were followed in school through the fifth grade. PKHS "graduates" exceeded national norm expectations in percentages below the 16th percentile and at or above the 50th percentile (national norm) in Grades K-3 in Total Mathematics and Grades K-2 in Total Reading on citywide tests. Furthermore, data for the earliest cohort (Grade 5, 1980) showed that it exceeded the T1-7 group in performance below the 16th percentile: 21% of the PKHS graduates scored below this level in reading while 23% of the T1-7 group scored below that point; in contrast to 22% for the T 1-7 group. For all other comparisons (except for Reading at Grade 3) the PKHS group performed either more favorably or no more than 3 percentage points (usually 1 or 2 points) below the T 1-7 group.

These findings are particularly noteworthy when seen in perspective, i.e., that 98% of the population that the PKHS Program serves are AFDC recipients, while the T 1-7 comparison group has approximately 55% AFDC recipients. It is generally found that large groups of children from low income families perform one grade level below the norm on standardized achievement test.

D. Violin Instruction Program

1. Distribution/Continuance

Table 7

Distribution by Center; Continuance Characteristics of the Population of Participants in the Violin Program - 1979-1980.

CENTER	NUMBER ENROLLED IN SEPTEMBER	NUMBER ENROLLED IN JUNE	NUMBER WHO CONTINUED ALL YEAR
Most Precious Blood	9	9	7
Sartain School	11	11	11
Our Lady of Mercy	16	16	14
Darrah School	10	4	4
Peirce School	23	21	21
Queen Street	16	16	12
Arthur School	8	8	8
Drew School	22	18	18
Heston School	13	13	13
TOTAL	128	116	108

Summary Statement: One hundred and twenty-eight children were enrolled in the violin instruction program in September. One hundred and eight (84%) continued in the program until June. This voluntary program offered young children a first exposure to a structural music education program. Each child is visited by the string specialist who directs a weekly fifteen minute lesson with each child. Parents were encouraged to supervise at least two additional practice sessions each week.

2. Progress

Table 8

Progress of Children Who Participated in in the Violin Instruction Program

Violin Skills	N and Percentage of Children Who Mastered Skills	
	N	%*
1. Holding violin and bow; plucking strings; playing open strings with bow	125	98%
2. Using 1st and 3rd fingers on two strings	120	94%
3. Using all four fingers	84	66%
4. Using bow while using 1st and 3rd fingers on bow strings	75	59%
5. Using bow while using all 4 fingers. Reading numbers and songs unassisted.	30	23%

(Note: Eight children were too small to advance beyond category #1.)

* Percentages were based on September enrollment.

Summary Statement: Ninety-eight percent of the children mastered the initial violin skills while 94% advanced, during the year, to using two fingers on the violin. Sixty-six percent of the children advanced to

to using all four fingers and 59% advanced to using the bow along with two fingers. Twenty three percent of the children mastered all these skills along with reading numbers and songs without assistance.

II. SUPPORTIVE SERVICES COMPONENT: MEDICAL, DENTAL, PSYCHOLOGICAL, NUTRITIONAL AND SOCIAL SERVICES

A. Medical/Dental Services

1. Services Delivered

Table 9

Prekindergarten Head Start
Health Services
1979-1980

Program[1] Enrollment	EPSDT[2] Eligible		Phyical[3] Examinations		Screenings							
					Vision		Hearing[4]	Growth[5]		Dental		
N	N	%	N	%	N	%	N	N	%	N	%	
1431	1334	93	1256	88	1012	71	1431	1075	75	1087	76	

1. Program enrollment was taken at the end of May.
2. E.P.S.D.T. - Early Periodic Screening, Diagnosis and Treatment (TITLE XIX funds).
3. Completion of Physical examinations was indicated by reports received by Prekindergarten Head Start from providers of physical examinations.
4. Some children received two screenings, therefore a percentage was not calculated.
5. Growth screenings were completed at 23 centers where scales were available.

Summary Statement: Ninety-three percent of the PKHS population were eligible for EPSDT which is a federally funded health service plan. Eighty-eight percent of the PKHS population received physical examinations. Between 71% and 76% of the PKHS population received screenings for Vision, Hearing, Growth/ Development, and Dental Problems.

2. Treatment Status

Table 10

Prekindergarten Head Start

Identified Through Screenings or Examinations
and Treatment Status - 1979-1980

Problem Type	Found Through Screenings or Physical Examinations		Under Treatment or Treatment Completed	
	N	%	N	%
Vision (Screening)	84	8.3	84	100
Hearing (Screening	344	24	344	100
Dental (Screening)	236	21.7	236	100
Growth/Development (Screening)	103	9.6	103	100
Medical (Physical Examination)	123	9.7	123	100

Summary Statement: All problems that were identified through screenings and examinations were either treated in full or under treatment when the year ended. In addition, the data showed that the most frequently occuring problems were in the Hearing and Dental areas.

B. Psychological Services

1. Special Needs Children Served

Table 11

Number of Children With Documented Special Needs and Handicapping Conditions Who Were Served - 1979-1980

Handicapping Conditions	Number of Children Served	
Vision	3	
Hearing	9	
Orthopedic	4	
Speech	79	
Mental Retardation	4	
Emotional	5	
Specific Learning Disability	4	
Multiple Handicaps	3	
Health	18	
Convulsive Disorder		5
Anemia/Blood		2
Heart/Cardiac		1
Allergies (Asthma)		7
Other		3
Pending	5	
TOTAL	134	

Summary Statement: During the year, 134 children (9.3% of population) with documented special needs or handicapping conditions were served. Speech was the most frequently occurring type of handicapping condition.

2. Other Referrals to Psychological Specialists

Table 12

Number of Children Referred* To
Psychological Services Specialists
1979-1980

Vision	3
Hearing	1
Speech	73
Learning	14
Behavior	33
Health	15
Family Problems	3
TOTAL	142

* These cases are in addition to those reported in Table 11.

Summary Statement: In addition to the 134 diagnosed handicapped children (See Table 11) there were 142 other children referred to the Psychological Service Specialists by teachers or outside agencies. The bulk of these referrals were for Speech (73) and Behavior (33) problems.

3. Frequency of Direct Service Contacts

Table 13

Frequency of Direct Service Contacts With Children, Parents, and Program Staff by the Psychological Service's Specialists during 1979-1980.

Direct Services			
Number of Center Visits	Number of Classroom Observations	Consultations	
		Parents	Program Staff
256	440	275	200

Summary Statement: Together, the two psychological service specialists made 256 center visits during which they conducted 440 classroom observations. In addition, the psychological service specialists had 275 consultations with parents and 200 consultations with program staff (these included only extended discussions both formal and informal, these numbers do not include phone contacts or brief contacts).

7. Frequency of Indirect Services

Table 14

Prekindergarten Head Start:
Frequency of Indirect Service Contacts
for Children, Parents, and Program Staff
Provided by the Two Psychological Service
Specialists (PSS) during 1979-1980

Services	Recipients of Indirect Services From PSS*			
	Children	Parents		Staff
	Number of Referrals for Diagnostic Evaluations and Therapy	Number of Workshops Provided By		Number of Staff Development Sessions
		PSS	Outside Agencies	
	148	21	9	12

* These services are either provided directly by the PSS or are arranged with outside agencies on the PSS,

Summary Statement: The data show that the most frequently occurring (148) indirect service was provided for children in the form of referrals to outside agencies for diagnostic evaluation and therapy. The other indirect services provided were in the form of parent workshops either provided directly by the psychological service specialist (21) or by outside agencies (9); and workshops provided to program staff (12).

C. Nutritional Services

Table 15

Number of Meals, Snacks, and Workshops Provided by the PreKindergarten Head Start Nutrition Component during 1979-1980

Meals	Snacks	Nutrition
514,800	257,400	4

Summary Statement: During the year each child enrolled in the PKHS program received two meals (breakfast and lunch) and a mid-morning or mid-afternoon snack. A total of 514,800 meals and 257,400 snacks were provided during the year. In addition, parents and staff participated in workshops addressing topics such as: improving shopping skills, planning nourishing meals, and meal planning, for children.

D. Social Services

1. Families in Need

Table 16

Prekindergarten Head Start
Number of Families Identified as Needing Social Services and the Number of Families Served During During 1979-1980

Average Number of Families	N and % of Families Who Needed Social Services		N & % of Identified families for Whom Assistance was completed	
N	N	%	N	%
1442	1026	71	972	95

TABLE 17

PREKINDERGARTEN HEAD START
Types of Contacts Undertaken by Social Service Workers to Assist Families in Need of Social Services
1979-1980

Purpose of Contacts	TYPES OF CONTACTS									
	Setting of Contacts with Parents			Contacts with Community Agencies & Program Personnel					Total Contacts	
	Contacts by Phone Only	Home Visits	Conference at School or Site	Sharing/Exhg. Information w/ Community Agencies	Referrals	Acting on Child/Adult's Behalf	Conference w/Program Personnel	Other (e.g., letters)	N	%
Classroom Attendance Behavior of Child	1449	883	1449	156	4	455	2404	20	6820	38.47
Health Services for Child (Med/Den/Nutr.)	163	124	186	31	0	90	21	0	805	4.54
Mental Health Services for Child	0	0	0	2	0	0	6	0	8	.05
Progress Report of Child	0	0	0	0	0	0	0	0	0	.00
Sharing Program Information with family	614	540	662	0	116	0	210	0	2142	12.08
Sharing Information About Community Ags.	43	18	39	0	0	0	35	0	135	0.76
Parent's Employment/ Trg./Education/Illness	0	0	35	17	20	0	1	1	74	0.42
Intake-Termination Process & Recruitment	1650	602	962	86	12	364	494	278	4448	25.09
Other	858	128	473	1	47	408	1002	377	3294	18.58
Total Percentage	4777 26.95%	2295 12.95%	3806 21.47%	293 1.65	199 1.12%	1317 7.43%	4363 24.61%	676 3.81%	17726	99.99 99.99
Summary Totals	10878 61.3%			1809 10.2%			4363 24.6%			

Percentage does not total 100 due to rounding.

III. PARENT INVOLVEMENT COMPONENT

Table 18
Prekindergarten Head Start:
Parent Involvement Data Summary
1979-1980

	Type of Parent Involvement Activity								
	Work-Shops	Meet-ings	Class-room Part'n	Class Trips	Work at home	Fund Rais'g	Soc-ial Act's	Other	Total
Number of Volunteer Hours	2056	5,499	13,131	1396	1621	586	981	981	26,251
Percent of Total Vol-unteer Hours	7.8	21.0	50.0	5.3	6.1	2.2	3.8	3.8	108.1
Number of Hours per Child on Roll [1]	1.7	4.25	10.15	1.08	1.25	.45	.76	.76	18.7
Total Workshop Attendance	1350								
Average Num-ber Parents at Workshops Per Site [2]	53.9								

1. Mean enrollment, weighted by school, for schools submitting "Parent Volunteer Work Records" = 1294.0, and 1206.04 for workshops.

2. Mean number of sites, weighted, for schools submitting "Parent Workshop Records" = 25.04.

Summary Statement: Parents volunteered a total of 26,251 hours in the Head Start program during 1979-1980. Fifty percent (13,131 hours) of the volunteer time was spent assisting in the classroom. Twenty-one percent

(5,499 hours) were spent in policy planning and other types of meetings. The remaining hours were distributed among the following activities: Workshops (7.8%), Class Trips (5.3%), Work at Home (6.4%), Fund Raising (3.8%), and Social Activities (3.8%). There was a total of 1,350 attendees (an average of 53.9 parents per site) at workshops, spending 62,056 hours at the sessions during the year.

IV. STAFF DEVELOPMENT COMPONENTS

A. Staff Experience

Table 19

Prekindergarten Head Start
Percent of Respondents in each Category of Staff Experience among Teachers (T) and Aides (A) - 1979-1980

Type of Experience	Less Than 1 Year		1-3 Years		4-6 Years		7-10 Years		10+Years	
	T	A	T	A	T	A	T	A	T	A
Pre K Experience	0	8	10	21	22	11	44	50	24	11
Specific Program Experience	12	11	29	18	19	13	32	55	5	3

Note: For each of the following Staff Development tables the percentages reported are based on the following numbers: Teachers = 41
Aides = 38.

Summary Statement: The data show 68% of the teachers (44%: 7-10 years; 24%: 10+ years) and 61% of the aides had at least seven years experience at the Prekindergarten level. Further, 37% of the teachers and 58% of the aides were with the PKHS Program for at least seven years. Very few respondents, 12% of the Teachers and 11% of the aides ha. less than one year's experience on the PKHS Program.

B. Type/Frequency of Group Staff Development

Table 20

Percentage of Respondents in each Frequency Category for Group Staff Development Activities Received by Teachers (T) and Aides (A)

Type Of Staff Development	Frequency							
	1-5 Times		6-10 Times		10+ Times		None	
	T	A	T	A	T	A	T	A
Number of Workshops Attended	25	24	46	50	26	21	5	0
Number of Classroom Demonstrations/on-site Training Received	37	40	7	11	2	18	29	16
Number of Staff Development Sessions Received During Faculty-Meeting Time	24	18	39	37	29	37	2	3

Summary Statement: The data show 72% of the teachers (46 + 26%) and 71% of the aides attended at least 6 workshops during the year. Thirty-seven percent of the Teachers and 40% of the aides reported receiving at least one classroom demonstration during the year, while 29% of the teachers and 15% of the aides reported receiving no classroom demonstrations during the year. Sixty-eight percent of the teachers and 74% of the aides reported receiving staff development sessions during faculty meeting time. This appears to have

been the most common "type" of group staff development.

C. Type/Frequency of Individual Staff Development

Table 21

Prekindergarten Head Start
Percentage of Respondents in each Frequency Category of Individual Staff Development Activities Received by Teachers (T) and Aides (A) - 1979-1980

TYPE OF STAFF DEVELOPMENT	FREQUENCY							
	1 - 5 Times		6 - 10 Times		Over 10 Times		None	
	T	A	T	A	T	A	T	A
No of Individual Conferences Received	56	21	12	13	5	5	15	42
Number of Informal Communications Received	37	24	12	13	24	16	7	16
Number of Written Communications Received	17	11	17	16	44	40	10	18

Summary Statement: The data show 56% of the teachers and 21% of the aides reported receiving staff development in the form of individual conferences at least 1 time; while 15% of the teachers and 42% of the aides reported not having any individual conferences. Forty-four percent of the teachers and 40% of the aides reported receiving staff development in the form of written communications over 10 times during the year. This appears to have been the most common "mode" of individual-type staff development.

D. Satisfaction

Table 22

Prekindergarten Head Start
Percentage of Teachers (T) and Aides (A) Expressing Satisfaction with Services Provided By Resource Personnel During 1979-1980

SERVICE	Teacher	Aides
Conducts Workshops	76	87
Conducts Group Meetings	66	66
Informs you of Program Activities and Changes	61	66
Informs you of School Board Administrative Decisions and Procedures	42	37
Provides Classroom Demonstrations, or Other On-site Training	32	55
Locates Available Resource Materials	56	47
Gives Support to Individual Concerns/Impersonal Relationships	61	61
Gives Support in Solving Classroom Management Problems	42	61
Gives Suggestions About the Effective Use of Curriculum (For Example: Reading, Math or Social Studies)	39	55
Offers Support in Working with Paraprofessionals and Volunteers	49	61
Offers Support in Parent Involvement	56	66
Assists in Completion and Submission of Required Data and Other Required Information	44	47
Gives Support in Helping to Individualize Instruction and/or Promote Small Group Instruction	37	53
Fosters Team Learning and Interaction	34	45

Summary Statement: The three categories with which most teachers and aides expressed satisfaction were: Conducting Workshops and Group Meetings, Inform staff of program activities and changes. Teachers and aides differed in the categories in which the fewest respondents supported satisfaction. The three categories in which the fewest teachers expressed satisfaction were: Classroom demonstrations or other on-site training (32%), fosters team learning and interaction (34%), and gives support in helping to individualize instruction

and/or promote small group instruction (37%). The categories in which the fewest aides expressed satisfaction were: informs you of school board administrative decisions and procedures (37%). Fosters team learning and interaction (45%), and assists in completion and submission of required data and other information (47%).

E. Impact

Table 23

Prekindergarten Head Start
Percentage of Teachers Who Indicated that Staff Development Received This Year had a Moderate or Great Effect on Their Doing a Better Job in the Classroom During 1979-1980

AREA OF STAFF DEVELOPMENT	Teachers	Aides
Social Behaviors, Human Relations and/or Interpersonal Skills	39	63
Parent Involvement	66	71
Using the Creative Arts to Enrich the Curriculum	32	55
Child Growth and Development Issues	46	61
Community Resources	44	50
Curriculum Development	44	63
Classroom Management	39	73
Model/Option Related Training	41	58
Minimal Essentials—Math and Language Skills	29	29
Helping Children Take Tests	19	56
Making Effective Use of Your Physical Space	30	71
Improving the Basic Skills or Basic Skills Readiness	32	58
Utilization of Personnel	41	61
Individualizing Instruction	44	55
Special Education Issues	29	63
Using Teacher/Resource Center Facilities	34	61
Small Group Instruction	37	64
Desegregation	14	40
Learning about Commercial Materials	27	45
Team Teaching/Learning	32	53
Learning to Share Group Expertise	39	58
Dealing with Suspected Child Abuse/Neglect	49	74

Summary Statement: The three categories of staff development that were selected by teachers as having a moderate or great effect on their doing a better job in the classroom were: parent involvement (66%), dealing with suspected child

abuse/neglect (49%), and child growth and development issues (46%). For aides, the areas were: dealing with suspected child abuse/neglect (74%), parent involvement (71%) and small group instruction (64%). The categories which were selected by fewer than 30% of the teachers were: helping children take essential math/language skills (29%), (these three areas are really not applicable to the PKHS Program), learning about commercial materials (27%) and Special Education issues (29%). There were no categories which were selected by less than 30% of the aides.

F. Willingness to Participate Without Reimbursement

Table 24
Prekindergarten Head Start
Percentage of Teachers (T) and Aides (A) Willing to Participate in Staff Development After School Hours Without Reimbursement - 1979-1980

AREA OF STAFF DEVELOPMENT	Teachers	Aides
Social Behaviors, Human Relations and/or Interpersonal Skills	12	26
Parent Involvement	20	45
Using the Creative Arts to Enrich the Curriculum	29	29
Child Growth and Development Issues	15	34
Community Resources	10	21
Curriculum Development	20	24
Classroom Management	17	29
Model/Option Related Training	22	16
Minimal Essentials—Math and Language Skills	10	13
Helping Children Take Tests	15	13
Making Effective Use of Your Physical Space	15	18
Improving the Basic Skills or Basic Skills Readiness	29	13
Utilization of Personnel	7	11
Individualizing Instruction	22	11
Special Education Issues	5	24
Using Teacher/Resource Center Facilities	27	26
Small Group Instruction	17	21
Desegregation	5	13
Learning about Commercial Materials	10	11
Team Teaching/Learning	10	16
Learning to Share Group Expertise	10	13
Dealing with Suspected Child Abuse/Neglect	10	26

Summary Statement: Less than 30% of the teachers indicated they would be willing to participate in staff development after school hours without reimbursement for any of the listed topics. However, more than 30% of the aides indicated they would attend such workshops for these topics: Parent Involvement (45%) and Growth and Development issues (34%).

G. Preferences for the Future

Table 25

Prekindergarten Head Start
Percentage of Teachers (T) and Aides (N) Preferring
Areas Listed for Future Staff Development 1979-1980

AREA OF STAFF DEVELOPMENT	Teachers	Aides
Social Behaviors, Human Relations and/or Interpersonal Skills	12	26
Parent Involvement	22	32
Using the Creative Arts to Enrich the Curriculum	37	37
Child Growth and Development Issues	27	32
Community Resources	20	21
Curriculum Development	34	24
Classroom Management	29	34
Model/Option Related Training	27	21
Minimal Essentials—Math and Language Skills	17	24
Helping Children Take Tests	2	16
Making Effective Use of Your Physical Space	10	11
Improving the Basic Skills or Basic Skills Readiness	29	18
Utilization of Personnel	0	8
Individualizing Instruction	22	13
Special Education Issues	10	18
Using Teacher/Resource Center Facilities	24	21
Small Group Instruction	22	26
Desegregation	2	5
Learning about Commercial Materials	12	5
Team Teaching/Learning	10	24
Learning to Share Group Expertise	12	16
Dealing with Suspected Child Abuse/Neglect	15	32

Summary Statement: The categories that more than 30% of the teachers selected for future staff development were: using the creative arts to enrich the curriculum (37%) and curriculum development (34%). For aides, the categories were: Parent Involvement (32%), using the creative arts to enrich the curriculum (37%), child growth and development issues (32%), classroom management (34%), and dealing with suspected child abuse/neglect (32%).